

Office of School Board Attorney
Walter J. Harvey, School Board Attorney

SUBJECT: INITIAL READING: PROPOSED AMENDMENTS TO POLICIES 2111, PARENT INVOLVEMENT – A HOME-SCHOOL-DISTRICT PARTNERSHIP; 2261, TITLE I SERVICES; 2271, DUAL ENROLLMENT PROGRAMS; 2370.01, VIRTUAL INSTRUCTION; 2510, INSTRUCTIONAL MATERIALS AND RESOURCES; AND TO REPEAL AND REPLACE 5111.01, HOMELESS STUDENTS

COMMITTEE: ACADEMICS, INNOVATION, EVALUATION AND TECHNOLOGY

**LINK TO
STRATEGIC**

BLUEPRINT: RELEVANT, RIGOROUS & INNOVATIVE ACADEMICS

Consistent with the Board's statutory responsibility to periodically review and update its policies to conform to legislative changes and District practices, authorization is requested for the Superintendent to initiate rulemaking to amend Board Policies 2111, *Parent Involvement – A Home-School-District Partnership*; 2261, *Title I Services*; 2271, *Dual Enrollment Programs*; 2370.01, *Virtual Instruction*; 2510, *Instructional Materials and Resources*; and to Repeal and Replace 5111.01, *Homeless Students*. These amendments have been recommended by NEOLA, Inc., the Board's policy consultant, and all have been drafted and reviewed by the District departments that will implement them.

Board Policy 2111, *Parent Involvement – A Home-School-District Partnership*, is proposed to be amended to clarify the definition of "parent" and to include other technical amendments in accordance with the federal Every Student Succeeds Act (ESSA) and to amend the responsibilities of the District Offices and Support for Family Engagement Strategies to reflect current District obligations and practices.

Amendments to Board Policy 2261, *Title I Services*, are necessary to update technical terms in compliance with ESSA.

Board Policy 2271, *Dual Enrollment Programs*, is proposed to be amended to clarify the eligibility requirements for initial and continuing enrollment in dual enrollment programs, to change the terms "interinstitutional" to "dual enrollment," and to explain that dual enrollment credit is to be awarded and grades calculated similar to Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses.

Amendments proposed to Board Policy 2370.01, *Virtual Instruction*, remove the requirement that students spend time in traditional public school prior to enrolling in virtual school. This policy amendment would allow any student to enroll in virtual school any time at any grade level.

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Proposed amendments to Board Policy 2510, *Instructional Materials and Resources*, incorporate legislative changes providing access to instructional materials or books upon written request by a parent or resident and require the District to maintain a current list of instructional materials on the website. The policy also provides a new process for residents, in addition to parents, to contest the Board's adoption of instructional materials, which includes filing a petition, conducting a hearing by an unbiased hearing officer who then submits recommendations to the Board. After the Board considers any recommendations by the hearing officer, it may take any action it deems appropriate. The School Board's decision is final.

Finally, Board Policy 5111.01, *Homeless Students*, is proposed to be repealed and replaced to comply with changes mandated by ESSA and Florida law, and other federal laws and regulations. Specifically, the policy identifies Project UP-START as the M-DCPS program serving children and youth identified as "homeless." The policy includes an expanded definition of "homeless" and enumerates specific services that must be provided to homeless students including transportation, counseling services to prepare for postsecondary education, and numerous other educational programs and services. Finally, it empowers schools to remove barriers to enrollment and retention of homeless students and encourages attendance and full participation of homeless students academically and in school activities.

Attached is the Notice of Intended Action and Policy amendments and replacement. Changes are indicated by underscoring words to be added and ~~striking through~~ words to be deleted.

Authorization of the Board is requested for the Superintendent to initiate rulemaking proceedings in accordance with the Administrative Procedure Act to amend 2111, *Parent Involvement – A Home-School-District Partnership*; 2261, *Title I Services*; 2271, *Dual Enrollment Programs*; 2370.01, *Virtual Instruction*; 2510, *Instructional Materials and Resources*; and to Repeal and Replace 5111.01, *Homeless Students*.

RECOMMENDED:

That The School Board of Miami-Dade County, Florida, authorize the Superintendent to initiate rulemaking proceedings in accordance with the Administrative Procedure Act to initiate rulemaking proceedings to amend Board Policies 2111, *Parent Involvement – A Home-School-District Partnership*; 2261, *Title I Services*; 2271, *Dual Enrollment Programs*; 2370.01, *Virtual Instruction*; 2510, *Instructional Materials and Resources* and to Repeal and Replace 5111.01, *Homeless Students*.

NOTICE OF INTENDED ACTION

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, announced on February 21, 2018, its intention to amend Board Policies 2271, *Dual Enrollment Programs*; 2370.01, *Virtual Instruction*; 2261, *Title I Services*; 2510, *Instructional Materials and Resources*; 2111, *Parent Involvement – A Home-School-District Partnership*; and to repeal and replace Policy 5111.01, *Homeless Students*, at its regular meeting on April 25, 2018.

PURPOSE AND EFFECT: Consistent with the Board's statutory responsibility to periodically review and update its policies to conform to legislative changes and District practices, amendments are being proposed to several Board policies and one policy is proposed to be repealed and replaced. Board Policy 2271, *Dual Enrollment Programs*, broadens access and student eligibility to dual enrollment programs and describes the awarding of credit for these programs in accordance with recent changes in Florida law.

Amendments are proposed to Board Policy 2370.01, *Virtual Instruction*, to remove restrictive student eligibility requirements for virtual instruction in accordance with Florida law and provide for enrollment notice to parents. Amendments to Board Policy 2261, *Title I Services*, are proposed to comply with Every Student Succeeds Act (ESSA) of 2015.

Board Policy 2111, *Parent Involvement – A Home-School-District Partnership*, is proposed to be amended to expand the definition of "parent" under the policy and make technical changes in accordance with ESSA and to reflect the current responsibilities of District Offices and Support for Family Engagement Strategies.

Amendments to Board Policy 2510, *Instructional Materials and Resources*, provides access to instructional materials or books upon written request in addition to adding a requirement for the District to maintain a current list of materials on the website. It also provides a process for parents and residents to contest adoption of instructional materials, which includes filing a petition, conducting an impartial hearing, and submitting recommendations to the Board. These amendments are proposed to comply with Florida law.

Finally, Board Policy 5111.01, *Homeless Students*, is proposed to be repealed and replaced to comply with ESSA, Florida law and other federal laws and regulations. Specifically, it expands the definition of homeless student, identifies Project UP-START as the program that serves M-DCPS homeless children and youth and enumerates services that are available to these students including transportation and counseling services to prepare for postsecondary education. The amendments are designed to empower schools to remove barriers to enrollment and retention of homeless students.

SUMMARY: Consistent with the Board's statutory responsibility to periodically review and update its policies to conform to legislative changes and District practices, amendments are being proposed to the following Board policies: 2271, *Dual Enrollment Programs*; 2370.01, *Virtual Instruction*; 2261, *Title I Services*; 2510, *Instructional Materials and Resources*; 2111, *Parent Involvement – A Home-School-District Partnership*; and to repeal and replace 5111.01, *Homeless Students*.

SPECIFIC LEGAL AUTHORITY UNDER WHICH RULEMAKING IS AUTHORIZED: 1001.41(1), (2), (3); 1001.42 (3), (15), (23); 1001.43 (3), (10); 1001.49 (3), F.S.

LAWS IMPLEMENTED INTERPRETED OR MADE SPECIFIC: Title 1, Section 1118; 20 U.S.C. §6301 et. seq.; 20 U.S.C. §9101 et. seq.; 42 U.S.C. §11431 et. seq.; 1002.23, 1002.45, 1002.455, 1003.21, 1003.22, 1003.498, 1007.271, 1008.22, F.S.

IF REQUESTED, A HEARING WILL BE HELD DURING THE SCHOOL BOARD MEETING on April 25, 2018, which begins at 1:00 p.m., in the School Board Auditorium, 1450 N.E. Second Avenue, Miami, Florida 33132. Persons requesting such a hearing or who wish to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative as provided in Section 120.54(1), F.S., must do so in writing by March 19, 2018, to the Superintendent, Room 912, at the same address.

ANY PERSON WHO DECIDES TO APPEAL THE DECISION made by The School Board of Miami-Dade County, Florida, with respect to this action will need to ensure the preparation of a verbatim record of the proceedings, including the testimony and evidence upon which the appeal is to be based. Section 286.0105, F.S.

COPIES OF THE PROPOSED AMENDED AND REPEALED AND REPLACED POLICIES are available at cost to the public for inspection and copying in the Citizen Information Center, Room 102, 1450 N.E. Second Avenue, Miami, Florida 33132.

PARENT INVOLVEMENT- A HOME-SCHOOL-DISTRICT PARTNERSHIP

Strong, continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement.

A collaborative environment is encouraged in which the parents and families of District students are invited and encouraged to be involved stakeholders in the school community. This policy establishes the framework and responsibilities for implementation of strategies to increase family and community involvement. A copy of this policy must be distributed to all parents (e.g., by providing paper copies, electronic copies, or other appropriate means of distribution).

"Parent" refers to the natural, adoptive, foster or surrogate parents, the party designated by the courts as the legal guardian or custodian of a student, any person in a parental relationship to a student or any person exercising supervisory authority over a student in place of the parent. The District welcomes the participation of any adult--mother, father, older sibling, aunt, uncle, grandparent, guardian/foster parent, mentor--who plays a significant role in the care of a student or students enrolled in the District. Although parental involvement is the specific focus of this policy, all those concerned with the education of students must work together cooperatively to meet the needs of students.

"School" is defined in the broadest possible sense. It refers not only to the customary kindergarten through grade 12 programs, but also to the early childhood, adult education, and community schools' programs.

The Superintendent shall implement administrative procedures by which a school-parent partnership can be established and maintained throughout the student's career in the District.

Parent Responsibilities

The importance of parents as teachers shall be recognized by parents and supported by the school. Schools will provide parents with the appropriate support and assistance needed in understanding and meeting the expectations of this role. Parents are expected to:

- A. set guidelines and clear expectations of good behavior and academic performance;

B. ensure that their children have a quiet place and time to read, study, and complete homework;

C. discuss daily work assignments, progress reports, and report cards with their children;

D. ensure that their children attend school on time every day and promptly report any absences or tardiness;

E. communicate with the school through written and electronic messages, telephone, and/or conference meetings;

F. ensure that their children have the materials needed to complete class work and home learning;

G. take an active part in school activities, such as Back-to-School Night Open Houses, PTA meetings, participating in workshops, and parent/student activities, etc.;

H. keep their children healthy by ensuring that they get enough sleep, appropriate nutrition, and medical care;

I. bring to the attention of appropriate school personnel any problem or condition that negatively affects their children, or other children in the school community;

J. help their children develop a good self-image by providing care, discipline, support, interest, and concern;

K. provide the school with current and accurate home, work, and emergency contact information; and

L. foster in their children a positive attitude towards school and learning.

Parents as Advisors, Advocates and Participants in Decision Making

A. Advisors

Parents are encouraged to participate in and influence decisions, raise issues or concerns, appeal decisions, and resolve problems.

B. Advocates

Parents are encouraged to become advocates for children on issues

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that affect children. They are urged to join and take a leadership role in a PTA, PTSA or other parent organization.

C. Educational Excellence School Advisory Councils

Parents must be elected to serve as active members of Educational Excellence School Advisory Councils (EESAC) and in other important decision-making bodies, where required by State and Federal statutes. This will include the involvement of parents in the development of the Local Educational Agency Title I Plan required under The Elementary and Secondary Education Every Student Succeeds Act as well as their involvement in the process of school review and improvement required by the Act.

D. Title I School-Parent Compacts

In each school implementing the Title I Program, parents shall, jointly with the school, develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and parents will build and develop a partnership to help children achieve the State's high academic standards.

E. Title I School's Parental Involvement Plan School-Level Parent and Family Engagement Plan

In each school implementing the Title I Program, parents and families shall jointly with the school develop the Title I School's Parental Involvement Plan School-Level Parent and Family Engagement Plan. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

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2 | **School Level Strategies aAnd Responsibilities**

- 3 A. Parent Outreach Liaisons. Each school principal will identify one (1)
4 or more individuals who will serve as a liaison to all parents in the
5 school community. Responsibilities include: assessing the needs of
6 parents; communicating this information to the school's principal
7 and the school's advisory group(s); and informing parents of school
8 and District services, offerings, and programs in their primary
9 language. —This individual may be a Community Involvement/
10 Liaison Specialist, another staff member, or a certified volunteer.
- 11 B. Space for Parents. School principals will provide a Parent-Family
12 Resource Center as a place for parents to meet, ~~post~~, and review
13 current bulletins, and exchange information.
- 14 C. Access to Schools. Reasonable efforts will be made to make the
15 school building a welcoming place, clearly accessible to parents.
16 Parents should recognize, however, that their right to access does
17 not transcend the rights of students and teachers to an orderly
18 educational environment.
- 19 D. Sensitivity to Exceptionalities. Reasonable efforts will be made to
20 assist parents in understanding the needs and rights of their
21 children. Reasonable efforts should be made to assist school
22 personnel, students and parents in understanding the needs and
23 rights of children with different exceptionalities.
- 24 E. Accommodations for Parents. School personnel should use flexible
25 and creative methods to accommodate the schedules of parents,
26 and, with the assistance of businesses, agencies and organizations,
27 to encourage participation by addressing the need for child care,
28 transportation and other resources. Every reasonable
29 accommodation should be made for Board employees who are
30 parents to participate in the education of their children.
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2 F. Communication. Communication between parents and the school
3 shall be encouraged at all grade levels, including regular
4 parent/teacher communication, and providing parents with
5 meaningful scope of student work. Reasonable efforts will be made
6 to communicate with parents in their primary language. The mode
7 of communication should also be adjusted when necessary to
8 promote comprehension, acceptance, and trust. Additionally,
9 schools implementing the Title I Program will distribute annually to
10 | parents, at the onset of the school year, the Title I Program Parent
11 Notification Letter, in a format, and to the extent practicable, in a
12 language such parents understand.

13 G. Parent Orientation. Schools will conduct orientation meetings that
14 provide information about school procedures and programs as well
15 | as opportunities for active participation. Additionally, schools ~~in~~
16 implementing the Title I Program should conduct the Title I Annual
17 Parent Meeting at the onset of the school year -to inform parents of
18 their school's participation in the Title I Program, to explain the
19 parental requirements in the ~~Elementary and Secondary~~
20 EducationEvery Student Succeeds Act, and to explain the rights of
21 the parents to be involved in the decision making process.

22 H. Educational Excellence School Advisory Councils. Schools must
23 ensure that parents are included as active members of Educational
24 Excellence School Advisory Councils and other important
25 decision-making bodies as required by Federal and State statute. To
26 ensure that parents are knowledgeable about this involvement, all
27 parents must receive information regarding the role of EESAC,
28 meeting schedules, and parent elections. With the support of the
29 EESAC, principals will develop and support strategies that facilitate
30 opportunities for all parents to be involved in at least one support
31 | activity during the course of the year.
32

- I. Title I School-Parent Compacts. Each school implementing the Title I Program shall ensure that parents in the Program are involved in jointly developing, and that they receive, the annual Title I School-Parent Compact as required in the ~~Elementary and Secondary Education~~ Every Student Succeeds Act that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.
- J. ~~Title I School's Parental Involvement Plan~~ School-Level Parent and Family Engagement Plan. In each school implementing the Title I Program, parents shall jointly with the school create a plan. Additionally, parents of students attending schools implementing in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.
- K. Learning Opportunities for Parents. With the assistance of The Parent Academy and other appropriate District offices, schools should identify and implement community-centered, parent friendly programs and affiliations for parents to learn. The learning opportunities should target appropriate student age levels, including the needs of children from birth to age six as well as the developmental and cognitive needs and expectations of students. Additional learning opportunities should be provided for young adults, including those who are already parents, to learn how to be effective parents.
- L. ~~Volunteers and Tutors~~. Principals should utilize the special knowledge, abilities, talents, and cultural experiences of parents to enhance school activities and experiences. In order to maintain a strong volunteer program, principals will identify staff who will actively recruit, train, appropriately place, support, and monitor parents ~~in instructional and extra-curricular programs~~ during volunteer activities. Volunteer procedures and ~~forms~~ online registration will be made available throughout the year.

1 M. Resources for Parents. In order to assist parents, resources should
2 be made available for check-out at the school site or through the
3 District web site or Parent Portal, such as: audio/visual, print,
4 computer, and web-based programs; "how-to" programs broadcast
5 on educational television and radio; ~~pamphlets and books~~ materials
6 developed especially to aid the parent-as-teacher; copies of class
7 schedules, coursework schedules and homework assignments; lists
8 of grade level and course objectives, requirements and student
9 performance; testing calendars, guidelines and standards and
10 student performance on statewide assessments; and schedules.
11 Additionally, the Title I Handbook should be made available for
12 check-out to parents of students attending schools implementing in
13 the Title I Program.

14 N. Advocacy. Schools, regional centers, and the District will support
15 parents to become advisors and advocates for their children. They
16 will provide understandable, accessible, and well-publicized
17 opportunities as well as information about student and parent
18 responsibilities and rights in order that parents may advocate
19 effectively. Regional Title I Parent Community Involvement/Liaison
20 Specialists or Parent Liaisons will provide information and
21 assistance to parents including the parents of children with
22 exceptionalities.

23 **District Level Strategies and Responsibilities**

24
25 A. ~~District Parent Resource Office~~ Offices and Support for Family
26 Engagement Strategies. Family engagement, advocacy, and
27 community outreach, is provided collaboratively by the Parent
28 Academy, the Department of Title I Administration and the Office of
29 Community Engagement. The Office of Parental Involvement
30 functions as a liaison with parents to provide a District level point of
31 communication for referral and direction on parental involvement
32 issues. It is the primary responsibility of this office to promote
33 parental involvement. These Offices shall provide the coordination,
34 technical assistance, and other support necessary to assist schools,
35 the regions and other District offices including, but not limited to,
36 Early Childhood Programs, Bilingual Parent Outreach Program, and
37 State and District-run Voluntary Pre-kindergarten (VPK) programs in
38 planning and implementing effective family engagement activities to
39 improve student academic achievement and school performance, as
40 well as to build schools' and parents' capacity for strong parental
41 involvement as defined in the Every Student Succeeds Act. Their
42 shared responsibility is to promote family engagement practices,
43 facilitate implementation of this policy, and maintain contact with
44 various groups and individuals representing parents.

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2 Additionally, schools implementing the Title I program will receive
3 support and assistance through the following Title I components:
4 parental District Advisory Council's general and executive board
5 meetings, the Parent Outreach Program, Community
6 Involvement/Liaison Specialists, Parent Advisory Councils, and
7 District and school-site Parent Resource Centers. ~~The office will~~
8 ~~assist other programs in the implementation of parent involvement~~
9 ~~strategies. These programs will include the Parent Academy, Early~~
10 ~~Childhood Programs, Bilingual Parent Outreach Program, State and~~
11 ~~District-run Voluntary Pre-kindergarten (VPK) programs, and Title-I~~
12 ~~administration.~~

13
14 B. ~~Parental Involvement Family Engagement Training.~~ The Office of
15 ~~Parental Involvement Community Engagement,~~ in cooperation with
16 the Parent Academy, the Department of Title I Administration, and
17 other appropriate District offices, where applicable, will develop and
18 provide training programs to give parents the information, tools, and
19 resources on how to be successful advisors, advocates, and partners
20 in the decision-making process. The training programs must
21 include assistance to parents to understand such topics as the
22 Sunshine State Florida Standards, and the FCAT and other
23 assessments, the requirements of the Elementary and Secondary
24 Education Every Student Succeeds Act, ways to monitor a child's
25 progress, and ways to work with educators to improve student
26 achievement. The District should also facilitate parent-to-parent
27 training programs.

28
29 C. ~~Support for Parental Involvement Strategies.~~ Through the Office of
30 ~~Parental Involvement, the Parent Academy, Title I administration,~~
31 ~~and other appropriate District offices, the District shall provide the~~
32 ~~coordination, technical assistance, and other support necessary to~~
33 ~~assist schools in planning and implementing effective parental~~
34 ~~involvement activities to improve student academic achievement and~~
35 ~~school performance as well as to build the schools' and parents'~~
36 ~~capacity for strong parental involvement as defined in the~~
37 Elementary and Secondary Education Act.

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39 Additionally, schools implementing the Title I program will receive
40 support and assistance through the following Title I components:
41 parental District Advisory Council's general and executive board
42 meetings, the Parent Outreach Program, Community Involvement
43 Specialists, Parent Advisory Councils, and District and school-site
44 Parent Resource Centers. Support for Communication. Appropriate
45 District offices will develop and implement effective communication
46 methods to ensure that all families receive and share school-to-
47 home and home-to-school communications, regardless of whether
48 they are economically disadvantaged, disabled, have limited English

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proficiency, have limited literacy, or are of any — racial or ethnic minority background income, ethnic background, or language, receive and share school-to-home and home-to-school communications. Additionally, the Department of Title I a Administration will provide to schools implementing the Title I program the sample Title I Program Notification Letter, to be distributed to their parents annually, at the beginning of the school year.

DE. Staff Training Development. Training procedures and professional learning should include the importance of parental involvement parent and family engagement. Training programs will be identified by the Office of Parental Involvement Community Engagement, the Department of Title I a Administration, the Parent Academy, and other appropriate District offices, to assist personnel in acquiring techniques that promote effective communication with parents and families, and — the cultivation implementation of of parental involvement parent and family engagement strategies with the goal of improving student performance.

EF. Resource Guide-Frequently Asked Questions – Q&A Resource Guide. A resource guide will be developed for school staff members, — parents, and the community, to include best practices and a directory of contact information for programs, and persons with expertise in the area of parental involvement. Additionally, the Title I Administration Handbook is an appropriate resource to support schools implementing the Title I program, in this area.

FG. Title I School-Parent Compacts. The Department of Title I a Administration will ensure that all schools participating in the Title I program jointly with parents develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Department of Title I a Administration will assist with ensuring that schools distribute the Compacts to all parents of students attending schools implementing — in the Title I program.

GH. Title I District Wide Parental Involvement Policy-District-Level Parent and Family Engagement Plan. This policy plan serves as the Districtwide Parental Involvement Policy-official District-Level Parent and Family Engagement Plan required by the Elementary and Secondary Education Section 1116 of the Every Student Succeeds Act for schools implementing the Title I program. This policy plan has been developed jointly with, and agreed upon by and distributed to, parents and family members of children attending schools participating in the Title I program. The Department of Title I a Administration will assist in ensuring that this policy plan is

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distributed to all parents of students attending schools participating
in the Title I program.

HI. Evaluation. The Office of Parental—Involvement—Community
Engagement and the Family and Community Involvement Advisory
Committee, on which the majority of the members are parents, will
annually assess the implementation of the Parent Involvement
Policy, using outcome-based data, including, but not limited to, the
School Climate Survey and the ~~Parent Benchmarks Survey~~ Title I
Parent and Family Engagement Survey, and will make written
recommendations for improvement. This assessment will identify
barriers to greater participation by parents in parental involvement
activities, with particular attention to parents who are economically
disadvantaged, disabled, have limited English proficiency, have
limited literacy, or are of any —racial or ethnic minority background.
The findings of the evaluation will be used to design strategies for
more effective parental involvement and to revise existing parental
involvement policies.

IJ. Business Involvement. The active cooperation of the community's
municipalities, businesses, agencies, organizations, and
post-secondary institutions, and other individuals with expertise in
engaging parents and family members in education will be sought to
partner with the District to provide on-site opportunities for parents
to learn more about the School District, the educational needs of
students, and about parenting in general. These entities may be
asked to partner with the District to provide educational experiences
at the school sites. Members of the community will be encouraged
to assist students by participating in programs such as ~~Listeners,~~
~~Mentors, and Role Models~~ Dade Partners and School Volunteers.
Businesses will be encouraged to provide flexible time or release
time for employees to visit-actively engage at their children's school.
~~The District will establish a program to designate businesses as~~
~~"school friendly" when they meet established District criteria.~~

F.S. 1000.03, 1002.23
Title 1, Section 1118
20 U.S.C. Section 6301, et. seq.

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TITLE I SERVICES

2 | The School Board shall elects to augment the educational program of disadvantaged
3 | students through the use of Federal funds, in compliancee accordance with the
4 | Elementary and Secondary Education Act (ESEA) of 1965, all Federal or statutory
5 | requirements as outlined in as reauthorized under the Elementary and Secondary
6 | School Improvement Act of 1965 and its amendments Every Student Succeeds Act of
7 | 2015.

8 | The ESEA is based on four (4) basic principles: stronger accountability for results,
9 | increased flexibility and local control, expanded options for parents, and an
10 | emphasis on proven educational methods.

11 | Parents of participating students ~~shall~~ are encouraged to be involved in programs,
12 | activities, and procedures that are planned and implemented to support children's
13 | academic growth.

14 | ~~20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965~~
15 | 20 U.S.C. § 6301 et. seq.

DUAL ENROLLMENT PROGRAMS

The Superintendent shall annually, or as stated in the ~~Interinstitutional Dual Enrollment~~ Articulation Agreements, develop/revise articulation agreements jointly with postsecondary institutions to provide a comprehensive articulated acceleration program including, but not limited to, dual enrollment and early admission programs. Upon the recommendation of the Superintendent, the School Board will take action on the appropriate ~~Interinstitutional Dual Enrollment~~ Articulation Agreements.

Participation by secondary students in grades ~~10, 11, and 6~~ through 12 who meet the State Board of Education's criteria may enroll in approved postsecondary programs while enrolled in the District. Students will be eligible to receive secondary credit for completing courses contained ~~in any of the programs included in the Interinstitutional Articulation Agreements within the Statewide Course Numbering System.~~ This credit may count toward graduation requirements. All parties should comply with the ~~Interinstitutional Dual Enrollment~~ Articulation Agreements when making decisions about postsecondary enrollment.

~~No student may participate without the written consent of parents and the high school principal. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.~~

Student Eligibility Requirements for College Credit Dual Enrollment Courses

(1) Initial enrollment:

- a 3.0 unweighted high school grade point average; and
the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

(2) Continued enrollment:

- maintenance of a 3.0 unweighted high school grade point average; and
and the minimum postsecondary grade point average established by the postsecondary institution.

Eligibility Requirements for Career Certificate Courses

Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average.

Exceptions

Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the Dual Enrollment Articulation Agreement.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Administrative Procedures

The Superintendent shall establish necessary administrative procedures to comply with State law that will be communicated to both students and ~~their parents~~ of students under age eighteen (18).

Grades and Transcripts

The postsecondary education institution will assign a letter grade for the student's work in the course, and the District will be responsible for posting dual enrollment course grades as assigned by the postsecondary institution to the high school transcript. ~~The District and Florida College System institutions must weigh dual enrollment courses the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses when grade point averages are calculated. The Superintendent shall also establish procedures for the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.~~

~~The District shall deny high school credit for any portion of postsecondary courses which are taken during the period of a student's expulsion. Any District student who is expelled is not eligible for enrollment or continuation in postsecondary courses during the period of expulsion except as determined by mutual agreement between the District and the college or university.~~

F.S. ~~1007.27~~, 1007.271

policy

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VIRTUAL INSTRUCTION

The District shall provide eligible students within its boundaries the following options are available to students interested in for participation part-time or full-time in-virtual instruction, Kindergarten through Grade 12:

A. ~~through~~ courses delivered in the traditional school setting by instructional staff providing direct instruction through either virtual instruction or by blending traditional and online instruction;

B. participation in the District-operated part-time or full-time virtual instruction programs (VIP) organized under F.S. 1002.45(1);

C. ~~through enrollment in Virtual Instruction Providers approved by the Florida Department of Education (FLDOE); enrollment in the Florida Virtual School;~~

D. ~~through enrollment in an online course offered by any other Florida school district;~~

E. ~~through participation in the District-operated part time or full time virtual instruction programs (VIP) organized under F.S. 1002.45(1).~~

The District shall provide access to enroll in courses available through one of the District options for virtual instruction, and shall award credit for successful completion. Access to online courses is available to students during and after the normal school day and through summer school enrollment. A District student will not be required to take an online course outside the regular school day in addition to the student's courses for a given semester or on school grounds.

The purpose of the options above is to make instruction available to District students using online and distance education technology in either a traditional classroom or a nontraditional classroom (i.e., primarily outside of public school buildings). If the student and his/her parents select part-time or full-time instruction, ~~delivered by providers approved by the FLDOE,~~ they will have the right to select from the list of approved providers offered by the District.

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The District may offer a full time or part time program for grade 9-12 students enrolled in dropout prevention, academic intervention, Department of Juvenile Justice (DJJ), core courses to meet class size requirements, or community colleges.

Student Eligibility

~~Students eligible for the District VIP program must meet at least one of the following conditions:~~

~~A. — All students, including home education and private school students, are eligible to participate in the School district operated full-time kindergarten through grade 12 virtual instruction programs under FS 1002.45(1)(b).~~

~~The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district for funding during the preceding October and February for the purposes of the Florida Education Finance Program (FEFP) surveys.~~

~~B. — The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Florida from another state or foreign country pursuant to the parent's permanent change of station orders.~~

~~C. — The student was enrolled during the prior school year in a School District virtual instruction program under F.S. 1002.45 or a full-time Florida Virtual School program under F.S. 1002.37(8)(a).~~

~~D. — The student has a sibling who is currently enrolled in the School District virtual instruction program and that sibling was enrolled in such a program at the end of the prior school year.~~

~~E. — The student is eligible to enter Kindergarten or first grade.~~

~~F. — The student is eligible to enter grades 2 through 5 and is enrolled full-time in a District virtual instruction program, virtual charter school, or the Florida Virtual School.~~

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Student Participation Requirements

Students participating in a virtual instruction program must take statewide standardized assessments pursuant to F.S. 1008.22.

Notification of Virtual Instruction Program and Enrollment Period

Within the first week of each school year, the District shall provide notification to parents and students about a student's right and choice to participate in a virtual instruction program and in courses offered by the Florida Virtual School under State law. The enrollment period for the District-operated full-time virtual instruction program, Miami-Dade Online Academy, opens in the spring of each school year for a minimum of ninety days and closes thirty days before the first day of the school year. The District shall provides timely written notice to parents of the enrollment period.

Online Course Requirements for Graduation

Online course requirements for graduation are set forth in Policy 54105460, Student Progression Plan, Graduation Requirements.

F.S. 1000.04(4)
F.S. 1001.42(3), (23)
F.S. 1002.20(6)(a)
F.S. 1002.321
F.S. 1002.37
F.S. 1002.45
F.S. 1002.455
F.S. 1003.02
F.S. 1003.4282(4)
F.S. 1003.498
F.S. 1003.499

F.S. 1006.29
F.S. 1007.27(1)

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- 1 | F.S. 1008.22
- 2 | F.S. 1011.62
- 3 | F.A.C. 6A-6.0981

4 | Adopted 3/15/17

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1 INSTRUCTIONAL MATERIALS AND RESOURCES

2 The School Board shall select and provide adequate instructional materials, as
3 recommended by the Superintendent, that serve as the basis for instruction for each
4 student in the core subject areas of mathematics, language arts, social studies,
5 science, reading and literature. The Board is also responsible for the content of all
6 instructional materials and any other materials used in a classroom, made available
7 in a school library, or included on a reading list whether adopted and purchased
8 from the state-adopted instructional materials list, adopted and purchased through
9 the District instructional materials program or otherwise purchased or made
10 available in the classroom. Instructional materials and resources shall be provided
11 in a variety of formats that are appropriate, timely, and essential to the attainment
12 of specified educational objectives and are free of bias, stereotypes, distortions, and
13 prejudices.

14 "Adequate instructional materials" means a sufficient number of student or site
15 licenses or sets of materials and have intellectual content that by design serve as the
16 major tool for assisting in the instruction of a subject or course. These items may be
17 provided in a variety of forms, bound, unbound, kit, or package form and may
18 consist of hardbacked or softbacked textbooks, electronic content, consumables,
19 learning laboratories, manipulatives, electronic media, and computer courseware or
20 software. Instructional materials, including textbooks, educational media (library
21 media print, nonprint, and electronic resources), computer software, digital content,
22 videotapes. The Board must either (1) adopt instructional materials selected from
23 the state-approved materials according to the state adoption cycles, (2) adopt
24 instructional materials pursuant to a Board instructional materials review program
25 prescribed by this policy, or (3) a combination of both.

26 **State-Adopted Instructional Materials**

27 The Florida Commissioner of Education shall determine annually the areas in which
28 instructional materials shall be submitted for adoption and evaluate them pursuant
29 to law.

30 The Superintendent shall assign responsibilities for the District's participation in the
31 State adoption of instructional materials, determine areas of the curriculum in
32 which State adoption of instructional materials is needed and communicate those
33 needs to the Commissioner of Education, and establish procedures for the
34 requisition, purchase, receipt, storage, distribution, use, conservation, maintenance
35 of records and reports, and management practices, and property accountability
36 concerning instructional materials. The duties and responsibilities include keeping
37 adequate records and accounts for all financial transactions for funds collected

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pursuant to F.S. 1006.28(2)(3)(a). Such records and account shall be a component of the educational service delivery scope of the District's best financial management practices review under F.S. 1008.35.

Non-State Adopted Instructional Materials

The Board shall implement its own instructional materials review and selection program for materials that are not State-adopted.

Procedures shall be established, which are incorporated by reference in and made a part of this policy, to provide for evaluation and selection of nonstate-adopted instructional materials. These procedures shall include processes, criteria, and requirements for (1) selection of reviewers, one or more of whom must be a parent with a child enrolled in a District public school, (2) review of instructional materials, (3) selection of materials, including a thorough review of curriculum content, and (4) reviewer recommendations. The procedures must also identify by subject area, a review cycle for instructional materials, specify the qualifications of reviewers, establish a process that certifies the accuracy of instructional materials and comply with all other requirements in F.S. 1006.283(2).

Evaluation and Selection of Instructional Materials (Textbooks)

A. Criteria for Selection

Textbooks and instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State Standards. School teaching staff and administrators shall evaluate instructional materials by following the State's Guidelines for the Review of Instructional Materials. Below are the major components of the review guidelines. The complete guidelines, including specific indicators may be found on the State's Curriculum and Instruction website http://www.fldoe.org/bii/Instruct_Mat/eval.asp.

1. Alignment To Florida's Perspective (Florida's Continuous Improvement Model; Reading in the content area; universal design for curriculum access; Florida's vision for the subject area)
2. Content (Alignment with curriculum; level of treatment; expertise for content development; accuracy of content; currency of content; authenticity of content; multicultural representation; humanity and compassion)
3. Presentation (Comprehensiveness of student and teacher resources; alignment of instructional components;

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organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials)

4. Learning (Motivational strategies; teaching a few "big ideas"; explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies)

B. Instructional materials must also be evaluated for bias-free content. There are five (5) areas in which bias is evidenced in instructional materials:

1. Contextual Invisibility (The omission or under representation of various racial and ethnic groups, people with disabilities, older people, women and people from a variety of social classes.)
2. Stereotyping And Characterization (Assignment of traditional and rigid roles or attributes to a group.)
3. Historical Distortions And Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)
4. Language Bias (Materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class.)
5. Inaccurate And Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)

C. Any materials purchased shall be free of pornography and material prohibited under F.S. 874.12, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available.

D. No school official or member of a District or State instructional materials council shall accept any emolument, money, or other valuable thing, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.

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DE. No member of the District evaluation committee may discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee shall have been called into session for the purpose of evaluating instructional materials submitted for adoption or in a public presentation showcasing the materials. Aside from exception noted above, both parties (District evaluation committee member and agent of a publisher or manufacturer of instructional materials) must comply with the District's "Cone of Silence" (Policy 6325). Definition of the cone of silence and its stipulations may be found at <http://procurement.dadeschools.net/pdp.asp>.

Instructional Materials Adoption and Purchase

Whether instructional materials are selected and purchased from a State-approved instructional materials list or through the District's own instructional materials selection process, the Board shall:

- A. conduct an open noticed public hearing to receive comment on instruction materials being recommended by the Superintendent to the Board for adoption;
- B. provide public access to recommended materials at least twenty (20) calendar days prior to Board consideration;
- C. provide public notice of the materials being considered for adoption that specifically lists the materials and how they can be accessed;
- D. conduct an open noticed public meeting on a date other than the date of the public hearing required above to approve an annual instructional materials plan identifying instructional materials that will be purchased by the District for the entire District; (This does not include instructional materials by a school or teacher for the benefit of only that teacher or school.)
- E. receive public comment at the public hearing and meeting in accordance with Policy 0169.1, Public Participation.

~~Objections to Adopted Materials~~

- ~~A. Within thirty (30) calendar days after the meeting in which the Board adopts any instructional material, a parent of a currently enrolled District student may contest the Board's adoption of a specific instructional material by filing a petition on the form~~

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available and posted on the District's website. The petition must include the parent's signature, required contact information, and state the specific objection to the material.

B. Within thirty (30) calendar days of the end of the thirty (30) day filing period described in Section A, the Board shall hold at least one (1) open duly noticed public hearing on all petitions timely received. All instructional materials contested must be made accessible online to the public at least seven (7) days before the public hearing.

C. The District must also notify each petitioner in writing of the date and time of the hearing at least seven (7) days before a public hearing.

D. The Board shall receive public comment at the public hearing and meeting in accordance with Policy 0169.1, Public Participation.

E. The Board shall consider the objection(s) but is not required to make any changes in the materials adoption.

F. The Board's determination at the end of the hearing is final and not subject to further petition or review.

Process for Parents and Residents to Challenge Adoption of Instructional Materials

The following individuals may file an objection to the adoption of a specific instructional material:

A. parent of a public school student in the District; or

B. resident of the county.

For purposes of this policy, "resident" means a resident of the county who has maintained his/her residence in Florida for the preceding year, has purchased a home that is occupied by him/her as his/her residence, or has established a domicile in Florida pursuant to F.S. 222.17

A parent or resident may file a petition with the Board within thirty (30) calendar days after the Board's adoption of specific instructional materials on a form provided by the Board. The petition form shall be publicly available on the District's website. The petition must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d).

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1
2 Within thirty (30) days after the thirty (30) day period has expired, an unbiased and
3 qualified hearing officer shall conduct an open public hearing on all petitions timely
4 received. The hearing officer shall be appointed by the Superintendent and shall be
5 neither an employee nor agent of the School Board.

6
7 The hearing before the hearing officer is not subject to the provisions of Chapter
8 120, F. S. but the hearing officer shall provide sufficient procedural protections to
9 allow each petitioner an adequate and fair opportunity to be heard and present
10 evidence to the hearing officer. Within fourteen (14) days of the conclusion of the
11 hearing, the hearing officer will present his or her findings and recommendation in
12 writing to the School Board.

13
14 Within thirty (30) days after the School Board receives the hearing officer's findings
15 and recommendation, the School Board, at a public meeting, will consider the
16 petition, the hearing officer's findings and recommendation, and any evidence
17 presented to the hearing officer, and make a final decision on the petition.

18
19 The decision of the School Board shall be final and is not subject to further review or
20 petition.

21 22 **Access to Instructional Materials**

23 The Board shall provide annual written notice to parents of the ability to access their
24 child's instructional materials. In addition, the notice shall be posted on the
25 District's instructional materials information website.

26 The Board must also provide notice and access for teachers, administrators,
27 students, and parents to a local instructional improvement system for electronic and
28 digital instructional materials.

29
30 The District shall maintain on its website a current list of instructional materials, by
31 grade level, purchased by the District.

32 **Educational Media (Library Media Center Collections)**

33 A wide choice of materials that support the instructional program shall be available
34 to students and professional staff to allow for varying achievement levels, free choice
35 reading interests, and teaching/learning styles. Quality materials should be
36 available in a variety of formats and reading levels, offer a well-balanced coverage of
37 subjects, and support the diverse interests, needs, and viewpoints of the school
38 community. The Chief Academic Officer, Office of Academics and Transformation, in
39 conjunction with the Executive District Director, Division of Instructional
40 Technology, Instructional Materials, and Library Media Services, shall establish
41 procedures for the evaluation, selection, management, and disposal of library media
42 materials.

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1 Upon written request, the District shall provide access to any material or book
2 specified in the request that is maintained in the school library and is available for
3 review. The school principal shall arrange for a convenient time to provide such
4 access subject to the procedures provided in Policy 9150, *School Visitors*.

5 The library media center shall contain a comprehensive collection of materials and
6 equipment in a variety of media formats, to:

7 A. provide a broad background of information resources in all areas of
8 knowledge;

9 B. support the general educational goals of the District and the
10 objectives of specific courses, including materials that represent
11 diverse points of view in order that young citizens may develop,
12 under guidance, the practice of critical analysis of all media and
13 intellectual integrity in forming judgments;

14 C. meet the personal needs and interests of students, including
15 materials that:

16 1. nurture the development of recreational
17 reading/listening/viewing, cultural appreciation, and
18 aesthetic values;

19 2. represent the many religious, racial, ethnic, linguistic, and
20 cultural groups in our society and reflect their contributions
21 to the heritage and culture of our civilization;

22 3. foster respect for the diverse roles available to women and
23 men in today's society;

24 D. support the professional needs of teachers and administrators; and

25 E. introduce new instructional technologies into the learning
26 environment.
27

28 **Evaluation and Selection of Instructional Materials (Educational Media)**

29 The school library media center collection affords students the opportunity to
30 explore the unknown and discover areas of interest and thought not covered by the
31 prescribed curriculum; therefore, it should contain materials that allow for free
32 inquiry, study, and evaluation. The selection process may include consultation with
33 school administrators, other teachers, students, and parents to assure a
34 comprehensive collection appropriate for users of the library media center.

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A. Criteria for Selection

1. Materials should support the school's and the District's educational goals and policies, including the advancement of student literacy.
2. Materials should be selected to support, enrich and extend the school's curriculum and to encourage informational, educational and recreational reading, viewing and/or listening.
3. Consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection.
4. Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze and make intelligent judgments.
5. The value of a work should be examined as a whole.
6. In order to assure quality selection, the following additional factors may be considered, when appropriate:
 - a. educational significance and/or contribution to the curriculum;
 - b. informational or recreational interest;
 - c. reputation and significance of the author, producer, editor and/or publisher;
 - d. degree of potential user appeal;
 - e. contribution to the variety in viewpoints offered on controversial issues;
 - f. accuracy and currency of information;

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- 1 g. arrangement and organization of the material (for
2 example, indices, glossaries, tables of contents,
3 chapter headings, etc.);
- 4 h. artistic quality, literary style or production values;
- 5 i. readability levels;
- 6 j. quality and variety of format;
- 7
- 8 k. need to replace essential/required worn, damaged, or
9 missing materials; and
- 10 l. value commensurate with cost and/or need.

11 B. Selection Tools and Resources

12 The library media specialists should use, but are not limited to, the
13 following tools and resources to assist in the selection of quality
14 library materials:

- 15 1. reviews in professional, reputable sources such as Booklist,
16 School Library Journal, Kirkus Reviews, Horn Book, Bulletin
17 for the Center for Children's Books, and Voice of Youth
18 Advocates;
- 19 2. reading lists/recommendations compiled by government
20 agencies or departments, educational institutions, or
21 professional organizations such as American Library
22 Association (ALA), Young Adult Library Services Association
23 (YALSA), American Association of School Librarians (AASL),
24 National Council of Teachers of English (NCTE), International
25 Reading Association (IRA), Florida Department of Education
26 (FLDOE), and Florida Association for Media in Education
27 (FAME);
- 28 3. State and national awards such as Caldecott Medal, Newbery
29 Medal, Coretta Scott King Book Award, Alex Award, Sunshine
30 State Young Readers Award (SSYRA), Michael L. Printz
31 Award, Pura Belpre Award, Florida Teens Read;
- 32 4. professional selection bibliographies such as Wilson's
33 Children's Core Collection, Wilson's Middle and Junior High
34 Core Collection, Wilson's Senior High Core Collection,
35 Wilson's Graphic Novels Core Collection, Best Books for

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1 Young Teen Readers, Best Books for High School Readers,
2 Best Books for Middle School and Junior High Readers;

3 5. District generated reading lists;

4 6. supplemental reading lists contained in District created
5 curriculum resources and adopted textbooks; and

6 7. recommendations by faculty, administration, students or
7 parents.

8 No instructional materials (textbooks or educational media) containing pornography
9 or otherwise prohibited by F.S. 847.012 shall be used.

10 **Use of Instructional Materials**

11 Principals shall ensure that instructional materials are used to provide instruction
12 to students enrolled at the grade level(s) for which the materials are designed and for
13 effectively communicating to parents the manner in which materials are used to
14 implement the curricular objectives of the school under F.S. 1006.40(5) and
15 1006.28(3).

16 **Lost and Damaged Instructional Materials**

17 The principal shall collect from each student or the student's parent the purchase
18 price of any instructional materials the student has lost, destroyed, or unnecessarily
19 damaged and report and transmit the amount collected to the Superintendent. The
20 failure to collect such sum upon reasonable effort by the principal may result in the
21 suspension of the student from participating in extra-curricular activities or
22 satisfaction of the debt by the student through community service activities at the
23 school site as determined by the principal under F.S. 1006.28(3)(b).

Complaints – Non-State/District Adopted Materials, Library, and Educational Media

24 ~~Any parent or legal guardian of a minor currently enrolled in and attending a~~
25 ~~District school may file a complaint with a school or the District concerning the use~~
26 ~~of particular curriculum materials, textbooks and ancillary items, library books, and~~
27 ~~nonprint media. A parent of a public school student in the District or a resident of~~
28 ~~the county may file an objection concerning the use of a material or book made~~
29 ~~available in a school library. A complaint may be filed only at the school in which the~~
30 ~~minor is in enrolled and attending and which contains the material in question.~~
31 ~~Complaints regarding State-adopted or District-adopted textbooks may only be~~
32 ~~submitted pursuant to the process outlined above. Challenged materials may be~~
33 ~~removed from use only after the following informal and formal due process~~
34 ~~procedures have been completed:~~

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1 A. School Level - Informal Complaint for Non-state or Non-district
2 Adopted Materials and Educational Media Only

3 The complainant shall first contact the principal with the complaint.
4 Within five (5) school days, the principal and/or a designee and the
5 appropriate staff member(s) shall meet with the complainant to hear
6 the grievance regarding the material and to explain (1) the school's
7 materials selection procedures; (2) the criteria used for the selection
8 of instructional materials; (3) the role that the material in question
9 has in the school's curriculum or library media center collection;
10 and (4) whatever additional information is needed regarding the
11 item's use. In preparation for the meeting with the complainant, the
12 principal and the school media specialist should conduct a review of
13 the material based on the selection criteria set forth above. After
14 meeting with the complainant and hearing the concerns regarding
15 the book, the principal may take the following actions: remove the
16 material from the library collection or retain the material in the
17 library collection. If the complainant is not satisfied with the
18 explanation regarding the retention of the material in the library
19 collection and desires to file a formal complaint, the formal
20 procedures shall be followed.

21 B. School Level - Formal Complaint for Non-state or Non-district
22 Adopted Materials and Educational Media Only

23 1. The complainant shall obtain four (4) copies of a form entitled
24 "Citizen's Request for Reconsideration of Media" from the
25 principal or a designee, complete the form in its entirety,
26 including signature, retain one (1) copy, and send one (1)
27 copy of the completed form to:

- 28 a. the principal (original);
29 b. the feeder pattern lead principal; and
30 c. the appropriate Region Superintendent.

31 2. The completed form and the material(s) in question shall be
32 studied by a nine (9) member School Materials Review
33 Committee (SMRC) appointed on an ad hoc basis by the
34 principal with the following provisions:

- 35 a. The committee shall consist of the principal or
36 designee; two (2) teachers in the appropriate subject
37 area/grade; one (1) teacher from another subject

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area/grade; a library media specialist; a guidance counselor; one (1) student from the appropriate grade level or who is accomplished in the specific subject area (middle and senior high school only); one (1) lay person from the school's Parent-Teacher/Parent-Teacher-Student Association or the Educational Excellence School Advisory Council; and a representative designated by the Region Superintendent.

b. The SMRC shall meet within ten (10) school work days of receipt by the principal of the reconsideration form.

c. The SMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons.

d. The SMRC shall read/view the material in its entirety, consider the reviews of the material, study the comments on the complainant's questionnaire, consider one (1) or more of the evaluative criteria above and render a decision based on a majority vote.

Note: The principal shall make the criteria in above available to all interested persons.

e. Within five (5) school work days of its final meeting, the SMRC shall prepare a written report with recommendations for the principal to follow. The committee's final recommendation may be any or a combination of the following: (1) allow the challenged material to maintain its current status; (2) leave the challenged material in the classroom or library media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed item; (3) limit the educational use of the challenged material; or (4) remove the challenged material from the total school environment.

f. Within five (5) school work days after receipt of the SMRC recommendation, the principal shall inform the complainant of the decision of the committee and shall send copies of all reports and communications to the appropriate Region Superintendent.

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3. Access to challenged materials shall not be restricted during the reconsideration process. The materials shall remain in use unless removed by formal vote of the SMRC.

4. A copy of the selection and reconsideration procedures shall be placed in the library media center's professional collection for reference.

5. Each school principal shall include a copy of this policy in the school's staff handbook and shall review the selection and reconsideration procedures with the staff as needed, emphasizing the policies pertaining to the teaching of controversial issues and the ethical considerations that are needed in handling citizen complaints with courtesy and integrity.

C. District Level - Formal Appeal for Reconsideration of Non-state or Non-district Adopted Materials

The following steps are to be followed to appeal a School Materials Review Committee (SMRC) decision:

1. The complainant shall notify the Superintendent of the appeal in writing.

2. Within fifteen (15) school work days of receipt of the request, the Superintendent and appropriate staff shall review the action taken at the school level and issue a decision. If the decision does not include further review, the complainant shall be notified and may request an appearance to appeal directly to the Board according to policy.

3. If the Superintendent finds cause for further review, the complaint shall be submitted to a seventeen (17) member District Materials Review Committee (DMRC), chaired by the Associate Superintendent for Curriculum and Instruction, or designee, appointed on an ad hoc basis by the Superintendent, with the following provisions:

a. The committee shall consist of the Chief Academic Officer, Office of Academics and Transformation, or designee, an appropriate Region Superintendent; two (2) principals at the appropriate level; the Executive Director of Instructional Technology, Instructional Materials, and Library Media Services; two (2) appropriate subject area directors/supervisors;

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the Instructional Supervisor of Library Media Services; the Supervisor of Textbook Services; one (1) teacher in the appropriate subject area/grade; two (2) library media specialists; one (1) student from the appropriate grade level or who is accomplished in the specific subject area (middle and senior high only); a representative from United Teachers of Dade; a representative from the Miami-Dade County Council of Parent-Teacher/Parent-Teacher-Student Associations who will be appointed by the President of the District Association; a representative from the District Advisory Committee; and one (1) lay person.

- b. In the event that a person named above cannot be present at the DMRC meeting(s), the Superintendent may appoint an alternate.
- c. The DMRC shall follow the procedures stated above.
- d. The DMRC shall make a recommendation to the Superintendent within fifteen (15) school work days of receipt of the complaint based on the evaluation and selection criteria for instructional materials set forth in this policy.
- e. The recommendation of the DMRC and the basis for that recommendation shall be transmitted to the Superintendent; the Associate Superintendent, Curriculum and Instruction; the principal; and the party requesting the review.
- f. The Superintendent or a designee shall make a final decision within five (5) school work days of receipt of the DMRC recommendation and send a report of that decision to the Chief Academic Officer, Office of Academics and Transformation; the appropriate Region Superintendent; the principal; and the complainant.
- g. The Citizen Information Center shall make the selection criteria and a copy of the material(s) in question available for review upon request of interested persons.
- h. The complainant may appeal the decision of the Superintendent to the Board in writing and may

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1 request an appearance before the Board pursuant to
2 Policy 9130.

3 F.S. 847.012, 1006.28, 1006.283, 1006.30, 1006.34, 1006.40, 1008.35
4 F.A.C. 6A-6.03028
5 34 C.F.R. Part 300

6 Revised 6/17/15

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HOMELESS STUDENTS

Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Homeless children and youth are individuals who lack a fixed, regular, and adequate nighttime residence, and include those who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason;
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations;
- C. live in emergency or transitional shelters;
- D. are abandoned in hospitals or awaiting foster care placement;
- E. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- F. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
- G. migratory children (as such term is defined in 20 U.S.C. 6399), who qualify as homeless for the purposes of this subtitle because the children are living in circumstances as described above.

Homeless students shall not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards to protect homeless students from discrimination on the basis of their homelessness. The District shall remove barriers to the enrollment and retention of homeless students. Homeless students shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

1 The District's Homeless Liaison shall assist, to the extent feasible, the homeless
2 students and their parent(s) or unaccompanied homeless students in their efforts to
3 provide documentation to meet State and local requirements for entry into school.
4 No School Board policy, administrative procedure, or practice will be interpreted or
5 applied in such a way as to inhibit the enrollment, attendance, or school success of
6 homeless children.

7 Homeless students will be provided services comparable to other students in the
8 District including:

- 9 A. transportation services;
- 10 B. educational services for which the homeless student meets eligibility
11 criteria including services provided under Title I, Part A of the
12 Elementary and Secondary Education Act or similar State and local
13 programs, educational programs for children with disabilities and
14 gifted students, and educational programs for students with limited
15 English proficiency;
- 16 C. programs in vocational and technical education;
- 17 D. school nutrition programs; and
- 18 E. before- and after-school programs.

19 Homeless students have the right to remain in their school of origin, (i.e., the school
20 that the child attended when permanently housed or last enrolled) and the right to
21 dispute their school assignment, if their assignment is other than their school of
22 origin. These rights and the dispute process shall be communicated to the parent of
23 the homeless student or unaccompanied youth. According to the child's or youth's
24 best interest, a homeless student will either remain in the school of origin for the
25 duration of homelessness, or be enrolled in the school in the attendance zone where
26 the student currently resides.

27 In determining the best interest of the student, the District shall, to the extent
28 feasible, keep the student in the school of origin, except when doing so is contrary to
29 the wishes of the homeless student's parent or the unaccompanied youth. If the
30 student is sent to a school other than the school of origin or a school requested by
31 the parent, a written explanation, including a statement regarding the right to
32 appeal, will be provided to the homeless student's parent or the unaccompanied
33 youth. Each school in the District shall post a public notice of educational rights of
34 children and youth experiencing homelessness.

1 At the request of the parent or the local Homeless Liaison, transportation shall be
2 provided to and from the school of origin as follows:

3 A. If the homeless student continues to live in the District in which the
4 school of origin is located, transportation will be provided.

5 B. If the homeless student moves to an area served by another district,
6 though continuing his/her education at the school of origin, the
7 district of origin and the district in which the student resides must
8 agree upon a method to apportion responsibility and costs for
9 transportation to the school of origin. If the districts cannot agree
10 upon such a method, the responsibility and costs must be shared
11 equally.

12 Guidelines for providing services to homeless students are detailed in The Homeless
13 Children and Youth in Transition Policy and Procedures Manual, incorporated by
14 reference. Pertinent forms, contact numbers, and policies are explained in detail
15 and included in this handbook. The Superintendent will appoint a Liaison for
16 Homeless Children and Youth who will perform the duties as required by law, as
17 well as additional duties that may be assigned by the Superintendent. Additionally,
18 the Liaison will coordinate and collaborate with the State Coordinator for the
19 Education of Homeless Children and Youth as well as with community and school
20 personnel responsible for the provision of education and related services to homeless
21 children and youth.

22 42 U.S.C. 11431 et seq.

REPLACEMENT

HOMELESS STUDENTS

The Miami-Dade County Public Schools (M-DCPS) Project UP-START program serves children and youth who are identified as meeting the Federal definition of "homeless." Homeless children and youth, including those who are not currently enrolled in school due to homelessness, shall have equal access to the same free appropriate public education (FAPE) in public schools and preschool education programs in the same manner as all other M-DCPS students.

Additionally, homeless students shall have access to other services needed to ensure an opportunity to meet the same challenging State academic standards to which all students are held and to fully participate in the District's academic and extracurricular activities for which they meet relevant eligibility criteria. To that end, homeless students shall not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness and shall remove barriers identifying homeless children and youth.

The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those students who may be a member of any of the protected classes (See Policy 2260). No School Board Policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or success of homeless children and youth in school.

Definition of Homeless Students and Youth

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason;
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations;
- C. live in emergency or transitional shelters;

- D. are abandoned in hospitals;
- E. have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- F. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
- G. are migratory children who are living in circumstances described above.

Pursuant to the McKinney-Vento Act, the definition of Homeless Students and Youth includes an unaccompanied youth or child who is not in the physical custody of a parent or guardian.

Services to Homeless Children and Youth

The District and each school shall provide services to homeless students that are comparable to other students in the District, including, but not limited to:

- A. transportation services to the school of origin;
- B. public preschool programs administered by the LEA;
- C. counseling services for unaccompanied youth to prepare and improve their readiness for postsecondary education;
- D. other educational programs and services for which the homeless student meets eligibility criteria including, but not limited to:
 - 1. programs for children with disabilities;
 - 2. programs for English Language Learners (ELL) (i.e. students with Limited English Proficiency (LEP));

3. programs in career and technical education;
4. programs for gifted and talented students;
5. school nutrition programs; and
6. Title I programs.

The Superintendent shall appoint a District Liaison for homeless children and youth who will perform the duties required by the McKinney-Vento Act. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youth. The Liaison will coordinate and collaborate with local social services and other community agencies to provide support to homeless students and their families, with other school districts regarding homeless student-related transportation, transfer of school records, and other inter-district activities, with housing authorities, and with Exceptional Student Education (ESE) programs.

School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth considering student-centered factors. The eligible school for the student is the school of origin, the school zoned for the address where the student is temporarily residing, or another school in which students residing in that attendance zone are eligible to attend. The District shall:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year and will continue to be receive all McKinney-Vento Act benefits; or
- B. enroll the student in the M-DCPS school zoned for the address of the nighttime residence that non-homeless students who live in the attendance area are eligible to attend.

When determining a child or youth's best interest, the District must presume that keeping the homeless student in the school of origin is in that student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or the student if he or she is an unaccompanied youth. The school of origin is the school the student attended or was enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin. The designated receiving school includes the next level of school (e.g. elementary from prekindergarten; middle from elementary; high from middle) that a homeless child or youth will attend.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety. The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include information on the right to appeal the placement determination and be provided in a timely manner.

Immediate Enrollment

The District is obligated to remove barriers to the enrollment and retention of homeless students in M-DCPS schools and preschool education programs. Upon enrollment in an M-DCPS school, the homeless student must be immediately enrolled, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate, previous academic records, or other required documentation. Pursuant to School Board Policies 5112 and 5320, a homeless student must be given 30 days to produce the documentation of verification of age and health/immunization records. The homeless student must also be enrolled immediately in the eligible school regardless of whether the student missed application or enrollment deadlines during the period of homelessness, fails to meet uniform or dress code requirements, or has outstanding fines, fees, or absences or if the student does not have the uniform or dress code requirements. Enroll and enrollment include attending classes and participating fully in school activities. Homeless children and youth must be provided appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the Liaison or the Project UP-START staff members, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, proof of residence, other required documentation, and evaluations for special services or programs. Procedures for inter-state records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, it shall be the District's responsibility to ensure that, once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

Transportation

The District shall promptly provide homeless students with transportation services that are comparable to those available to non-homeless students. At the request of the parent or guardian, or the Liaison in the case of an unaccompanied youth, the District shall provide, or arrange for, transportation to and from the student's school of origin.

- A. If the homeless student continues to live in the District, comparable transportation shall be provided, or the District shall arrange for the student's transportation, to/from his/her school of origin.
- B. If the homeless student resides in another school district, but the best interest determination is that the student should continue his/her education at the school of origin in the District, the District and the school district in which the student now resides shall agree upon a method to equitably apportion responsibility and costs for comparable transportation to the school of origin.
- C. When the student obtains permanent housing, comparable transportation shall be provided to and from the school of origin until the end of the school year.

Dispute Resolution

Homeless families and youth have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State's procedures. If a school selection dispute arises, the child or youth will either remain enrolled in the student's school of origin or shall be immediately enrolled in the eligible school in which enrollment is sought. This includes the school zoned for the address where the student is residing or another school which students residing in that attendance zone are eligible to attend, pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved. The parent, guardian, or unaccompanied youth shall be referred to the District's designated Homeless Liaison/Project UP-START Coordinator to carry out the dispute resolution process as expeditiously as possible (305-995-7318).

The District will provide the parent, guardian, or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the District, along with a written explanation of the right to appeal the decision to the Superintendent's designee within 10 days. All decisions and notices shall be provided in a manner and form understandable to the parent, guardian, or unaccompanied youth.

Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school and include information to contact the District Homeless Liaison and the State Coordinator for the Education of Homeless Children and Youth. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

Records

All records of homeless students are subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and are kept in such a manner so that they are confidential, non-directory information, and available in a

timely fashion to be transferred promptly to the appropriate parties, as required when a child or youth enters a new school.

F.S. 1003.21

F.S. 1003.22

42 U.S.C. 11431 et seq.

20 U.S.C. 9101 et seq,

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